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PARTICIPATION IN CAREER DEVELOPMENT AS DETERMINANT OF SCHOOL OPERATIONAL EFFICIENCY AND INSTRUCTIONAL QUALITY IN ELEMENTARY SCHOOLS

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ABSTRACT

This study aimed to examine the influence of participation in career development on school operational efficiency and instructional quality in elementary schools within Lupon West District, Davao Oriental. Utilizing a non-experimental quantitative research design with a descriptive-correlation approach, the study involved 175 public elementary school teachers selected through simple random sampling. Data were collected using modified and enhanced adapted survey questionnaires, which were pilot-tested to ensure high reliability and internal consistency. Findings reveal that the extent of participation in career development among teachers is generally rated as moderately extensive, with the application of new skills in the classroom being the most evident. In contrast, engagement in professional training and active participation in educational committees were the least evident. School operational efficiency is also rated as moderately extensive, particularly in administrative support responsiveness, while resource allocation effectiveness is the lowest. Instructional quality is generally rated as extensive, especially in clarity of instruction and feedback, while student engagement and participation are rated as moderately extensive. The analysis reveals a significant positive relationship between participation in career development and both school operational efficiency and instructional quality. Regression analysis further confirms that participation in career development significantly influences these two aspects, emphasizing the importance of continuous teacher growth and active engagement in school governance.

KEYWORDS: *Career Development; School Operational Efficiency; Instructional Quality; Teacher Professional Growth; Educational Management*

INTRODUCTION

Teachers' participation in career development is a key factor in improving operational efficiency and instructional quality in elementary schools. Many schools struggle with organizing their resources effectively and providing high-quality instruction that meets modern educational standards. These challenges are often linked to inadequate professional growth opportunities, limiting teachers' ability to adapt new strategies and enhance overall school functions. By engaging in meaningful career development, educators can expand their skill sets, foster better school operations, and elevate student learning outcomes. Nevertheless, the persistent issue of low operational efficiency and inadequate instructional quality in elementary schools remains a pressing concern.

In the United States, a number of elementary schools have been reported to struggle with low operational efficiency and instructional quality. According to the Molnar (2019), nearly thirty five percent of schools fall below the expected efficiency benchmarks, affecting daily school operations. These operational inefficiencies often lead to gaps in instructional delivery, which in turn affects student learning outcomes. Also, Bellibaş et al. (2021) found that inadequate resource management and insufficient professional development contribute significantly to these challenges. Consequently, these issues create a pressing need to improve management practices to enhance both operational efficiency and instructional quality in elementary schools.

In Africa, elementary schools frequently experience challenges related to low operational efficiency and subpar instructional quality, which adversely impact student learning. Rita (2023) reported that over fifty percent of schools in some rural regions struggle with maintaining consistent operational standards due to limited funding and resources. Adding more, Evans and Mendez Acosta (2021) emphasized that poor school management practices directly result in ineffective teaching methods, thus lowering overall instructional quality. This scenario is compounded by the lack of regular training for teachers and administrative staff, which further undermines operational and educational performance. As a result, addressing these deficiencies is critical for enhancing both school operations and the quality of instruction provided to students.

In Asian countries like Bangladesh and Indonesia, inefficiency in school operations and low instructional quality are significant barriers to educational success. Alam, Haque, and Banu (2021) explore academic supervision in primary schools of Bangladesh, identifying issues such as inadequate oversight and lack of support systems that impede effective teaching and school management. Similarly, Pramana et al. (2021) review strategies to improve education quality in Indonesia, noting that inconsistent implementation of educational policies and insufficient teacher training contribute to operational inefficiencies and subpar instructional quality. These findings indicate a pressing need for robust academic supervision and standardized policy implementation to enhance both the operational efficiency of schools and the quality of instruction provided to students in Asia.

In the Philippines, inefficiency in school operations and low instructional quality are influenced by systemic issues and resource constraints. Generalao et al. (2022) investigate teacher education in the Philippines, finding that the current training programs do not fully meet the demand for quality education, resulting in underprepared teachers and ineffective instructional practices. Moreover, Mirasol et al. (2021) analyze statutory policies on access to quality basic education, revealing that inadequate funding and poor policy implementation hinder the operational efficiency of elementary schools. These studies highlight the urgent need for comprehensive reforms in teacher education and policy execution to address inefficiencies and elevate instructional quality in Philippine elementary schools. By tackling these systemic issues, the Philippines can improve educational outcomes and ensure that elementary schools operate more efficiently and deliver higher quality instruction to students.

In the Lupon West District of Davao Oriental, the issues of low school operational efficiency and instructional quality are particularly pronounced. A significant number of elementary schools in this district struggle with effective resource management and administrative inefficiencies, which have a direct impact on classroom instruction. It was also found that the lack of regular professional development for teachers further exacerbates these problems, resulting in a noticeable decline in the quality of education. These issues are reflected in statistical reports showing that less than 40% of schools meet the standard benchmarks for operational efficiency and instructional effectiveness. Thus, the problematic issue in this district underscores the urgent need for targeted managerial reforms and investments in teacher training to uplift both operational performance and the overall quality of instruction.

Many studies highlight that professional growth can improve how schools manage their daily operations and deliver quality instruction, but they often overlook specific factors that drive effective career development among teachers. There is also a lack of quantitative data linking career development to the measured outcomes of school operational efficiency and instructional quality, especially at the elementary level. This gap makes it hard to identify which aspects of career development matter most for improving the running of schools and enhancing teaching standards. Moreover, existing research rarely focuses on local contexts, leaving a big question mark about how teachers' participation in career development truly affects schools in particular areas. This lack of clarity forms the central research gap that the present study aims to fill.

In Lupon West District, Davao Oriental, school administrators and teachers often face day-to-day operational challenges that affect the quality of instruction, and career development opportunities remain unevenly distributed. Addressing this gap in understanding is important, since improving teachers' skills and motivation could lead to smoother school operations and higher levels of teaching excellence. By examining the relationship between career development and these key aspects of school performance, this study could provide valuable insights for policymakers and educational leaders in the district. Focusing on a quantitative approach allows for the collection of concrete data and factual evidence, which is vital for crafting well-informed solutions. Thus, the urgency to investigate this topic in Lupon West District arises from the need to strengthen school practices and ensure that teachers receive the professional support necessary to serve students effectively.

REVIEW OF SIGNIFICANT LITERATURE

This section covers discussions on variables and their indicators. It includes analyses of concepts, ideas, and perspectives sourced from various authors through a range of books, journals, and electronic platforms.

Participation in Career Development

Participation in career development refers to the active involvement of teachers in professional growth opportunities, such as workshops, training programs, and further education, aimed at enhancing their teaching skills and career progression. Teachers perceive participation in career development as a vital aspect of their professional journey, enabling them to stay updated with educational trends and improve their instructional effectiveness (Krille, 2020). Also, participation in career development refers to teachers' active engagement in continuous professional learning opportunities aimed at enhancing their knowledge, skills, and instructional practices. The study highlights that teachers' motivation to participate in such development programs is influenced by both personal factors, such as intrinsic motivation and self-efficacy, and school-level factors, including administrative support and a positive professional learning culture. Participation in career development, therefore, is a multifaceted process driven by individual aspirations for growth and institutional efforts to foster a supportive environment for ongoing learning (Zhang et al., 2021).

Participation in career development activities plays a critical role in enhancing teachers' professional competencies and overall self-efficacy. Research shows that different types of professional development activities, such as workshops, formal courses, and mentoring, significantly influence teachers' self-perceptions and instructional effectiveness. Gümüş and Bellibaş (2023) found that teachers who engage in diverse professional development activities report higher levels of self-efficacy, which translates into improved instructional practices. Similarly, Rahman (2021) highlighted that while participation rates in professional development are high in Indonesia, the actual impact on teaching practices remains limited, often due to the low quality and lack of relevance in these programs. These findings suggest that mere participation is insufficient; the content and delivery of career development initiatives must be aligned with teachers' needs to foster meaningful improvements in teaching efficacy.

Beyond individual skill enhancement, teacher participation in professional development is also shaped by broader systemic factors, including career progression and institutional support. Njenga (2023) argued that participation in continuing professional development is often driven by both intrinsic motivation and external pressures, such as career advancement opportunities and performance expectations. In this context, Rinke and Mawhinney (2019) examined the reasons why teachers leave the profession and found that inadequate career development opportunities can push teachers out of the field, while targeted, effective professional development can serve as a pull factor that enhances job satisfaction and retention. These studies underscore the importance of creating career development pathways that not only focus on skill acquisition but also support long-term career growth and stability, ensuring that teachers remain engaged and effective in their roles.

Meanwhile, participation in career development plays a crucial role in enhancing school operational efficiency, as perceived by teachers, particularly through continuous professional development (CPD). Berhanu (2024) emphasized that teachers' perceptions of CPD, along with their personal characteristics and the support they receive from school leaders, are critical factors in the successful implementation of professional development initiatives. Teachers who actively engage in CPD are more likely to adapt new strategies that contribute to improved school operations, such as better classroom management and enhanced instructional quality. Chiemeka-Unogu (2019) similarly highlighted the importance of principals' participation in staff development programs, which fosters a collaborative environment and enhances overall school performance. These findings suggest that when both teachers and administrators participate in career development, there is a positive impact on operational efficiency, as it promotes continuous learning and innovation within the school system. Moreover, participation in professional development directly correlates with improved teacher performance, which in turn contributes to school operational efficiency. Pharis et al. (2019) found that teachers who engaged in professional growth programs demonstrated improved teaching effectiveness, which translated into higher student achievement and more streamlined school operations. In the same vein, Malebe et al. (2024) observed that professional development in public primary schools significantly influenced teachers' job performance, contributing to better instructional practices and more effective school management. These studies underscore the notion that career development is not only beneficial for individual teacher growth but also vital for the overall efficiency of school operations, as it enhances both teaching quality and administrative processes.

On a different view, participation in career development programs has a significant influence on instructional quality in schools, as perceived by teachers. Richter et al. (2021) demonstrated that teachers who participate in content-focused professional development programs report improvements in their instructional practices, as these programs equip them with specialized knowledge and effective teaching strategies. This participation helps enhance not only the depth of subject matter understanding but also the overall instructional quality delivered in the classroom. Kim and Lee (2020) further highlighted the role of principal instructional leadership in encouraging teachers to engage in professional development. In countries like Japan, Singapore, and South Korea, principals who actively support and promote professional development create environments that foster higher levels of instructional quality among teachers. These findings suggest that participation in professional development, particularly when supported by school leadership, leads to meaningful improvements in teaching practices.

Additionally, professional development programs contribute to both the perceived and actual quality of instruction in schools. Gore et al. (2019) found that teachers who participated in structured professional development, such as the Quality Teaching Rounds program, demonstrated significant improvements in teaching effectiveness, which was observed in student outcomes. This finding supports the idea that professional development not only enhances teachers' perceptions of their own abilities but also leads to measurable improvements in instructional quality. Wisniewski et al. (2022) noted a gap between teachers' self-perceptions of instructional quality and students' perceptions, highlighting that participation in professional development could bridge this gap by aligning teaching practices with students' needs and expectations. These studies illustrate that professional development is a key driver of instructional quality, benefiting both teachers' self-efficacy and student learning experiences.

STATEMENT OF THE PROBLEM

This study aimed to explore how participation in career development influenced school operational efficiency and instructional quality in elementary schools within the Lupon West District, Davao Oriental. Specifically, this study sought to answer the following questions:

1. What is the extent of participation in career development of teachers in terms of:
   - 1.1 engagement in professional training;
   - 1.2 collaborative learning with peers;
   - 1.3 application of new skills in the classroom;
   - 1.4 self-initiated career planning; and
   - 1.5 active participation in educational committees?
2. What is the extent of school operational efficiency in terms of:
   - 2.1 resource allocation effectiveness;
   - 2.2 administrative support responsiveness; and
   - 2.3 timeliness of task execution?
3. What is the extent of instructional quality in schools in terms of:
   - 3.1 student engagement and participation;
   - 3.2 clarity of instruction and feedback; and
   - 3.3 differentiation and adaptability of teaching methods?
4. Is there a significant relationship between:
   - 4.1 participation in career development of teachers and school operational efficiency?; and
   - 4.2 participation in career development of teachers and instructional quality in schools.
5. Do participation in career development of teachers significantly predict school operational efficiency and instructional quality in schools?

METHODOLOGY

This section provided a comprehensive overview of the research design, including details on the ethical considerations, research respondents, research instruments, and procedural steps. It also outlined the methods for data collection and analysis, ensuring a clear framework for the study.

Research Design

In this study, a quantitative research approach was utilized, specifically employing a descriptive-correlational-comparative technique to collect and analyze pertinent data. As explained by Bacon-Shone (2013), a quantitative approach involved the systematic collection of numerical data to explore patterns, relationships, and causal connections among variables. For this study on participation in career development as a determinant of school operational efficiency and instructional quality, using a quantitative methodology provided an objective way to measure key variables and established meaningful correlations. This method facilitated the identification of statistically significant insights and predictions based on measurable data.

By employing surveys or structured questionnaires, the researcher collected data from a large sample of high school teachers, thereby ensuring that the results could be generalized to various educational settings. Such an approach delivered empirical evidence that could inform policies and practices aimed at enhancing instructional quality and school efficiency.The descriptive research method also played a significant role, as it was effective for systematically portraying a phenomenon through data collection without manipulating any variables (Taherdoost, 2022). Within the context of this study, this approach helped document the current levels of teacher engagement in career development, operational efficiency, and instructional quality. Descriptive research was invaluable for recognizing patterns in the data, offering a clear snapshot of the relationships among these factors. By capturing the natural behaviors and attitudes of teachers, it enabled a nuanced understanding that laid the groundwork for future research or targeted interventions.

Additionally, a correlational research design was employed to examine the relationship between career development participation and outcomes like school efficiency and instructional quality. Hassan (2024) noted that correlational research was ideal for determining whether, and how strongly, variables were related. In this study, the approach was used to assess whether greater involvement in career development activities was linked to higher levels of operational efficiency and better instructional outcomes. Without manipulating any of the variables, correlational analysis highlighted associations between career development and school quality, offering valuable insights that could guide policies to enhance educational effectiveness.

Research Respondents

The respondents for this study consisted of 175 elementary school teachers from Lupon West District, Davao Oriental, determined using the Slovin formula. The total population of teachers in the district was 311. By applying the Slovin formula, the researcher ensured that the sample size was statistically representative of the larger teacher population. This method helped obtain a reliable and generalizable understanding of the views on career development, school operational

efficiency, and instructional quality. Consequently, using this approach laid a solid foundation for the study's overall validity and reliability.

The inclusion criteria for selecting respondents were clearly defined to ensure that the study collected relevant and accurate data. First, only currently employed elementary school teachers from Lupon West District, Davao Oriental, were included in the study. Second, teachers were required to have at least one year of teaching experience to ensure they possessed sufficient insight into career development and school operations. Additionally, teachers who were willing to provide informed consent and actively participated in the survey were selected. These criteria were set to ensure that the respondents had a genuine and informed perspective on the factors influencing school operational efficiency and instructional quality.
Simple random sampling was used as a technique where every member of the population had an equal chance of being selected. It was a method that avoided bias by randomly choosing respondents from the complete list of individuals (Gupta & Shabbir, 2008). In practice, the researcher compiled a comprehensive list of all 760 elementary school teachers in Lupon West District. Then, a random number generator was used to select 175 teachers from this list, ensuring fairness in the selection process. This method guaranteed that the sample was representative and that the findings could be confidently applied to the entire teacher population in the district.

Research Instrument
The study made use of adopted survey questionnaires to suit the current investigation. The questionnaire was composed of three parts. The first part focused on participation in career development. This section of the questionnaire was distributed among four indicators: engagement in professional training; collaborative learning with peers; application of new skills in the classroom; self-initiated career planning; and active participation in educational committees. The Cronbach alpha value of the new scale is 0.923 described as excellent and interpreted as highly reliable. The questionnaire utilized a 5-point Likert scale, and the determination was based on the following ranges of means.

Data Analysis
The following statistical tools were utilized by the researcher in processing the gathered data:
Mean
The mean was the average value calculated by summing all the data points and dividing by the number of observations. In this study, the mean represented the average level of participation in career development, operational efficiency scores, or instructional quality ratings among the elementary schools surveyed.

Pearson Product-Moment Correlation
This was a statistical measure that assessed the strength and direction of the linear relationship between two continuous variables. In the context of this study, it was used to determine the degree of association between teachers' participation in career development and the schools' operational efficiency and instructional quality.

Regression Analysis
Regression analysis was a statistical method used to model the relationship between a dependent variable and one or more independent variables. For this study, regression analysis was applied to predict how variations in teachers' participation in career development (independent variable) influenced school operational efficiency and instructional quality (dependent variables).

RESULTS AND DISCUSSIONS
This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of participation in career development, school operational efficiency, and instructional quality in elementary schools; the significant relationship among these variables; and influence of participation in career development on the school operational efficiency and instructional quality in elementary schools within the Lupon West District, Davao Oriental.

Participation in Career Development
The participation in career development in this study is measured in terms of engagement in professional training; collaborative learning with peers; application of new skills in the classroom; self-initiated career planning; and active participation in educational committees. The extent of this variable and its domain is presented below.

On Table 1, results reveal that participation in career development in terms of engagement in professional training is generally rated as moderately extensive, with an overall mean score of 3.32. This rating suggests that teachers occasionally engage in professional training activities, which contribute to their professional growth and instructional effectiveness. However, the moderate extent of participation indicates that while teachers recognize the value of professional training, they may not consistently engage in these opportunities (Juškevičienė et al., 2024). As emphasized by Méndez et al. (2019), continuous professional development is essential for teachers to stay updated with educational trends, enhance their

teaching skills, and maintain their instructional competence. Therefore, schools may consider providing more accessible and relevant training programs that encourage consistent participation.

The range of means for the specific statements varies from 3.19 to 3.44, indicating a mix of moderately extensive to extensive engagement in professional training activities. The highest-rated statement is attending workshops enhances my teaching skills, with a mean score of 3.44, suggesting that teachers find workshops particularly beneficial for skill enhancement. Conversely, the lowest-rated statement is enrolling in further education improves my instructional effectiveness, with a mean of 3.19, indicating that teachers may have limited access to advanced educational opportunities. This aligns with the observations of Juškevičienė et al. (2024), who emphasized that while teachers often benefit from short-term workshops, sustained growth requires access to advanced courses and continuous learning pathways. These results imply that while teachers appreciate skill-based training, they may benefit from expanded access to higher education programs that deepen their expertise.

CONCLUSIONS AND RECOMMENDATIONS

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

The primary objective of this study was to evaluate the influence of participation in career development on the school operational efficiency and instructional quality in elementary schools utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 175 public elementary school teachers within the Lupon West District, Davao Oriental as the respondents through simple random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. The result of the study are summarize as follows:
The extent of teacher collaboration in Lupon West District, Davao Oriental, is generally rated as moderately extensive. Among the indicators, engaging in decision-making processes during meetings is the most evident, while listening attentively to colleagues' perspectives is the least evident. These results suggest that while collaborative practices are in place, schools may benefit from initiatives that enhance active listening and inclusivity in team interactions.

The extent of participation in professional development as part of school improvement initiatives is also rated as moderately extensive. Among the indicators, application of new skills in the classroom and seeking additional training are the most evident, while attending workshops and encouraging colleagues are the least evident. These findings suggest that teachers are more likely to implement new strategies than they are to initiate or promote development activities, indicating a need for stronger motivation and support in professional learning participation.

The findings reveal a significant positive relationship between teacher persistence and teacher collaboration in Lupon West District, Davao Oriental. Among the components, commitment to professional growth shows the strongest correlation, while resilience in adversity shows the weakest. These results imply that teachers who are actively invested in their professional growth are more likely to engage collaboratively with their peers, reinforcing the importance of continuous development in fostering collegiality.

Similarly, there is a significant positive relationship between teacher persistence and school improvement initiatives. Commitment to professional growth again exhibits the strongest correlation, followed by dedication to student success, while consistent effort shows the weakest association. These findings suggest that teachers who are professionally driven and student-focused are more engaged in school enhancement efforts, emphasizing the need to support long-term teacher growth.

Regression analysis confirms that teacher persistence significantly influences both teacher collaboration and school improvement initiatives. Teacher persistence accounts for the variances of teacher collaboration and improvement initiatives. These findings confirm that persistent teachers are more likely to lead and engage in collaborative and reform-oriented practices. Overall, the findings emphasize that teacher persistence is a key driver of both collaboration and school improvement.

Conclusions

Based on the findings of this study several conclusions were generated: The findings conclude that teachers in Lupon West District, Davao Oriental, moderately participate in career development activities, with the highest emphasis on applying new skills in the classroom. This suggests that while teachers actively implement learned skills, there is a need to further enhance their engagement in professional training and participation in educational committees. Schools are encouraged to provide more targeted training programs and leadership opportunities to strengthen teachers' career growth.
The findings also reveal that school operational efficiency in Lupon West District, Davao Oriental, is generally rated as moderately extensive, with administrative support responsiveness being the most evident. This implies that while schools

maintain strong support systems for teachers, there is a need to further optimize resource allocation and ensure timely task execution. Schools should enhance budget management practices and strengthen support for efficient task management.

Similarly, instructional quality in elementary schools within Lupon West District, Davao Oriental, is rated as extensive, particularly in terms of clarity of instruction and feedback. This indicates that teachers consistently provide clear explanations and adapt their methods to meet diverse learning needs. However, further strategies may be needed to enhance student engagement and participation, ensuring that learners remain actively involved in lessons.

The findings further show a significant positive relationship between participation in career development and school operational efficiency, with self-initiated career planning and active participation in educational committees demonstrating the strongest associations. This suggests that teachers who proactively plan their careers and engage in school governance significantly enhance school management practices. Schools are encouraged to foster a culture of leadership and career planning among teachers to strengthen school efficiency.

The study also concludes that participation in career development significantly correlated with instructional quality, with self-initiated career planning and active participation in educational committees showing the strongest relationships. This implies that teachers who actively plan their professional growth and engage in leadership roles demonstrate higher instructional quality. Schools should support teachers in career planning and encourage collaborative leadership roles to maintain high-quality teaching practices.

Finally, the results confirm that participation in career development significantly influences both school operational efficiency and instructional quality, aligning with the Organizational Learning Theory by Argyris and Schön (1978), which emphasizes that continuous learning and proactive skill development enhance organizational performance. These findings also support the Self-Determination Theory by Deci and Ryan (1985), as teachers who pursue self-initiated career growth and engage in collaborative leadership demonstrate higher motivation, autonomy, and competence in their roles.

Recommendations

Teachers in Lupon West District, Davao Oriental, are encouraged to strengthen their participation in career development, particularly in engaging in professional training, which has the lowest mean among the indicators. Schools should provide more accessible and relevant training opportunities, including workshops, seminars, and online courses, that directly address teachers' instructional needs. This will enhance teachers' competencies and motivation for continuous professional growth.

School administrators are advised to enhance school operational efficiency by focusing on improving resource allocation effectiveness, which showed the lowest mean among the indicators. Establishing clear guidelines for resource distribution, conducting regular resource audits, and ensuring that all classrooms receive adequate materials can optimize the use of available resources. This approach will minimize resource wastage and ensure equitable access to essential teaching tools. To further improve instructional quality in elementary schools, teachers should be encouraged to enhance student engagement and participation, which demonstrated the lowest mean among the indicators. Schools can promote interactive learning strategies, such as group activities, hands-on projects, and student-led discussions, to increase active participation. Providing teachers with training on designing engaging lessons can also foster a more dynamic learning environment.

It is recommended that teachers enhance their collaborative learning with peers, which showed a moderate correlation with school operational efficiency. Schools can establish peer coaching programs, regular professional learning communities, and collaborative planning sessions to strengthen collegial support and resource sharing. These initiatives can help teachers exchange best practices and collectively enhance school performance.

For improved instructional quality, teachers should focus on self-initiated career planning, which demonstrated the strongest relationship with instructional quality. Schools can encourage teachers to set professional goals, seek mentorship, and participate in career planning workshops to strengthen their commitment to continuous improvement. This approach will empower teachers to take ownership of their professional development and enhance their instructional effectiveness.
School administrators are encouraged to sustain strong support for teachers' career development, ensuring that training programs directly connect to school operational goals and instructional quality. Regularly assessing teachers' training needs, providing targeted support, and recognizing active participation in career development can enhance teachers' motivation. This will ultimately lead to improved school operations and higher instructional quality, contributing to better student outcomes.

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